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ABSTRACT

Noting that the computer software cataloging system at the media center of the Washington (Illinois) Center for Continuing Education is essentially a card catalog in notebook form, this article describes aspects of the development and utilization of the system. Major sections describe: (1) software cataloging system terminology; (2) steps for collecting software, including criteria for evaluating instructional software for purchase; (3) collection of data about the software; (4) organization of records in the file; and (5) storage, manipulation, and transmittal of data and software. The first of five addenda describes books and articles released by the Online Computer Library Center (OCLC) which provide guidelines for coding and tagging bibliographic records for entry into the OCLC database. Information on joining an OCLC user group is included. The second addendum presents factors to consider in establishing a media center; the third provides guidelines for evaluating instructional software; the fourth lists the fields included as bibliographic data on a record; and the fifth lists procedures for the acquisition, organization, storage, transmittal, and manipulation of nonbook materials. (GL)

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SETTING THE PACE
Volume 4 Number 1 1989

NO SYSTEM? NO SOFTWARE!

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Order is a lovely thing;
On disarray it lays its wing,
Teaching simplicity to sing.

--The Monk in the Kitchen

Has the "Age of Information" got you frustrated? Do you feel intimidated by the computer and inundated with learning materials? Are you having trouble organizing materials to facilitate use and are you upset because there are no funds to do so? Do you feel limited because you are neither a librarian nor a computer expert? Take heart! Of utmost importance is the fact that you are a computer *user* and you want, need, and can have a system which: is adaptable to your particular situation, will provide maximum utilization of your materials and equipment, and is immediately attainable.

Any adult education program, no matter how small, can develop an effective system for organizing its software, and other non-book material--and at virtually no cost. The sooner you establish a system for your learning situation, the better. In fact, Nancy Olson of Mankato State, flatly states, "If you have no system, don't have any software."(1985) As your collection grows and your expertise increases you can expand and become more sophisticated, building from your basic structure.

In addition, not only will your system work for microcomputer software but for other non-book media such as video tapes and cassettes. I would be remiss if I did not explain that while initially I was searching for a system of software management, our school began to add other non-book items and my suggestion would be to consider this from the outset. What I present will be in terms of the software, but you can adapt this to your situation.

Embarking on such a project will undoubtedly be sparked by reaching a frustration point. Upon reaching this point, you may, as I did, stop, analyze your situation, and ask yourself, "What is required to achieve the maximum media center possible for our situation? How creative can we be? What factors do we need to consider in order to collect, organize, store, manage or manipulate, and transmit educational materials to our students?"

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Frustration related to the use of a computer, for me, occurred in the fall of 1986 when I made a commitment to make better use of the computers and software we had at our school. The software we had was dumped casually in a box in the school vault. I knew I could never use it if I couldn't find it and so began the search for some kind of a system. I was certain that everyone else must have one.

I began to check other schools, city and college libraries and searched for references. I was amazed at how little information I found. Surprisingly, I found only one place that was highly organized, and that was a local high school library with excellent storage, cataloging on a hard disk, and a healthy budget. I looked into what had been done on a larger scale: Library of Congress, Dewey, On-Line Computer Center etc.

I began to collect information about our software packages on cards and gradually a simple system evolved which would work for a small school. The result was essentially a card catalog in notebook form, which is a more convenient reference than having internal information on a computer. The heart of this notebook is the set of individual records, the "card catalog," and a set of rules, Growth and Utilization of Non-Book Materials. (See Addendums D and E at the end of this report). Each teacher in the school has one of these notebooks, which can easily be kept updated. All work on individual records was done with the idea in mind that at some future time this information might be put in the computer, especially as a listing of available materials for office bookkeeping purposes.

UNDERSTANDING THE SOFTWARE CATALOGING SYSTEM - TERMINOLOGY

In order to work with any discipline, it is necessary to understand at least some related terminology. Cataloging of software, is no exception and, involves computer terminology as well as vocabulary and technical terms that are used by the librarian. Following are the definitions of some terms which are basic. Computer and library manuals provide more extensive and specific vocabularies.

Machine Readable Data Files - (MRDF) - Is a file stored in a machine-readable form for the purpose of conventional computer processing. Storage may be in a drum, disk, floppy disk, magnetic tape. AACR2 (1982) definition is: A body of information coded by methods that require the use of a machine (typically a computer) for processing. The term MRDF embraces both the data stored in machine-readable form and the program used to process that data. The term "general material designated" (GMD) has also been used and you may see this in references. Also, there is current controversy about whether or not to drop the word *data* from MRDF.

Anglo-American Cataloging Rules, 2nd Edition - (AACR2) - This is a decision and rule interpretation prepared in a joint effort by the Library of Congress, The National Library of Canada, The British Library and The National Library of

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Australia in 1982. Chapter 9 covers the description of MRDF of all types and their accompanying documentation. This includes microcomputer software. Leon Roland, in his article on cataloging courseware, states that he had used AACR2 as a guide for a form of catalog cards.(1984)

Bibliographic Data - All of the pertinent information pertaining to a specific article - book, pamphlet or in this case, a software package. This is analogous to the information on the title page of a book, on a card, on a record label, etc.

Record - A group of related fields of information treated as a unit and associated with data files. Documentation of bibliographic data analogous to a card in a card catalog. In this case, documentation is pertinent to a specific software package. This documentation entered into a computer is referred to as a record.

Item - One piece of information on a record.

Field - A location in a record where data elements are stored. One item of information, in a record, on the computer. This may be thought of as the items in a vertical column.

External - In this case, information not in the computer.

Internal - Information in the computer.

Microcomputer vs. Computer - The small computers in homes and schools are microcomputers but for convenience sake are referred to generically as computer.
Disk - Technically a disk is a large storage unit but here again, for convenience sake, the small floppy disk is referred to as disk.

Software - Programs, rules and associated documentation for the operation of a data-processing system.

Data - Factual information used as a basis for reasoning, discussion or calculations.

COLLECTION OF SOFTWARE

The collection of software involves several steps. First, if microcomputers are to have a positive influence on educational instruction in the future, teachers and instructional designers need to know how computers can be used effectively in the instructional process. They need to be aware of how instruction can best be designed to capture the power of this new medium. This will depend on the individual teacher and the subject taught. After the decision is made as to purpose and use, attention must be paid to the selection of software. When I prepared the notebook for our staff I included an addendum on criteria to consider in the selection of instructional software (Addendum C). Following evaluation, there are two primary ways in which software is acquired for educational purposes: by purchase or on loan, including renting. A policy for purchasing software for our school was established by a special committee and is detailed in our set of rules which governs the employment of non-book materials. Materials which are available on a loan basis are dealt with in other addendum to our notebook. This

section is specific to our local area and lists sources such as libraries, the consortium of the Regional Office of Education, computer clubs and organizations, and personally owned materials.

COLLECTION OF DATA

Most available references pertaining to the collection of micro computer software are concerned primarily with the cataloging of data on computer files, however this information is not applicable for a card catalog.

Much is written about the extreme difficulty of collecting data for the purposes of cataloging non-book materials (Dodd,1985). Software and other MRDF lack the equivalence of a title page or information sufficient to identify distinguishing features of the material. While the item in hand is usually the primary source of information in cataloging, this may not be readily available in software. Indeed, some non-book material may not be labeled at all or the labels may be unreliable. Catalogers may have to get the information from some other source or from the disk itself. In addition, standards have not been established for non-book materials. There is an on-line system, OCLC (Addendum A) that disseminates catalog information to member libraries. This system is very expensive and while it is invaluable for book information, I found it not to be worthwhile, at this time, for computer materials. Given these facts, it is understandable why many libraries are not ready to deal with the cataloging of non-book media.

The initial collection of data at the Washington Adult Center was done by previewing all materials and putting the information on cards for ease of manipulation. The Bibliographic Data Records form (Addendum D) evolved from our effort and is now the heart of the system. It is equivalent to a card in a card file. Once the Record form was decided upon, previewed information was collected using this form, then retyped and added to the teachers' notebooks. Again, I want to emphasize that an effort was made, when collecting data, to have it in a form which will readily transfer to a computer file - if and when that is a desirable option of recording through data processing.

ORGANIZATION

Bibliographic Data Records are on individual sheets of white paper -- each, an external documentation or record for a specific software program, and the equivalent of a card in a card catalog. The reason for separate sheets of paper is the ease of xeroxing information about new materials to distribute to each staff member. The reason for being specific about the color is that our system is color coded, yellow for materials on loan, green for video materials etc.

There often is much more information that needs to be on a record about a computer program, than one would include for books. It may be desirable to include the menu of a program to aid the teacher in planning use of a particular package of software.

These records are organized in alphabetical order, by title, and are in a separate section of the notebook. In this section also is a copy of the form which is used, along with an explanation of each item. Information on these records could be entered on a computer file.

The notebook should also cross reference all materials, arranged by subject. Ideally, the *Sears List of Subject Heading* (1977) should be used to maintain subject headings consistent with entries presently used by libraries. I used an arbitrary list of subject headings which seems compatible with our educational program. A code is included that can be used if this information is put into a computer file. (Exhibit A)

Exhibit A

SUBJECT HEADINGS WITH CORRESPONDING COMPUTER DESIGNATION

Art	ART
Business	BUS
Computer Literacy	CML
Health	HTH
Keyboarding	KEY
Language Arts	LAN
Mathematics	MAT
Miscellaneous	MIS
Music	MUS
Reading	RED
Science	SCI
Social Studies	SST
Teacher Utilities	TUT
Word Processing	WPR

The most official ruling for cataloging non-book materials is AACR2, Chapter 9, (1984) which is quite complex and is not to our advantage to attempt to use, as one can see by comparison. Our chief concern was with the usefulness of a system. Internal cataloging may be done at a later date, as time, talent, and conditions permit, utilizing this external data which is being collected now. It is not feasible

to have only a computer catalog when there is no librarian or library. In a small center a notebook is more practical. A teacher can sit at his/her desk and preview information about materials and make comparisons and decisions prior to use.

All records are assigned a number, in our case, an accession number, which is much simpler to use than a Dewey number. After a record is made for a software package, the software is properly packaged if need be, given a number, and shelved.

STORAGE OF DATA AND SOFTWARE

As we have referred to a collection of data and of materials, so we are also concerned with the storage of each. Most references on the organization of software are concerned with the storage of data on machine readable files. However, the storage of data will be determined by the size and kind of program, equipment available, expertise of the staff, amount of ready cash, and plans for expansion.

The physical storage of materials will also depend on these same factors. A learning center, no matter, where it is, what size, and in what kind of facility, is based on the same concept - providing a variety of materials, equipment and instructional modes to enhance the learning process. A very basic program might simply have a shelf or cupboard for storage, have a staff that knows little about computers, and have almost no working capital. At the other end of the continuum would be a center with a library, librarian, a number of computers, a hard disk for data storage, and a large budget. (See Addendum B)

Physical storage of materials is important. Software must be covered and protected from dust and damage such as scratching and bending. There is a need for containers that hold a complete package which may include a teacher's manual, disks, etc. I was shocked to find that even some large libraries were separating disks from manuals and storing them in those little disk files, thus complicating use as well as location.

Each package needs to be assigned a number, shelved in a secure place that is easily accessible to those by whom it will be used.

MANIPULATION

One important aspect of management of non-book materials at the Washington Adult Center is the shelf list. This is simply a list of all the materials in the order in which they are arranged on the shelf, accompanied by their accession number. Thus, inventory can be taken in a matter of minutes. Otherwise, manipulation of materials and data is not critical in a small system but will become crucial as the system expands.

TRANSMITTAL

The transmittal or dissemination of reference materials is the reason for the creation of a system. With the small number of materials available at the Washington center, a simple card system is used. Teachers check out their own materials, following an agreed-upon set of rules.

> "We make a little order where we are, and the big sweep of history on which we can have no effect doesn't overwhelm us. We do it with colors, with a garden, with the furnishings of a room, or with sounds and words. We make a little form, and we gain composure.
>
> Robert Frost
>
> Quoted in A Swinger of Birches by Sidney Cox

REFERENCES

Anglo American catalog rules 2: Decisions and rule interpretation of Library of Congress, National Library of Canada, The British Library and The National Library of Australia. Compiled by Donald Cook. 1982.

Guidelines for Using AACR2, Chapter 9: For Cataloging MicroComputer Software. Chicago: American Library Association, 1984. (A 15 page pamphlet - an update on AACR2. $4.50)

Dodd, Sue. Cataloging Micro-Computer Files: A Manual for AACR2. Chicago: American Library Association, 1985.

Olson, Nancy B. Cataloging of Audio Visual Materials:A Manual Based on AACR2. 2nd edition. Edited by Edward Swanson and Sheila Intner. Mankato, Minnesota: Scholarly Press (P.O. Box 224 zip 56001), 1985.

Roland, Leon. Cataloging software. The Journal of the Division of School Media Specialists of AECT. 4(1):11-13, Fall, 1984.

Sears, Minnie Earl 1873-1933. Sears list of subject headings. Edited by Barbara Westby. New York. H. W. Wilson Co. 1977.

Addendum A

Online Computer Library Center (OCLC)

OCLC is located in Dublin, Ohio - phone 614-764-6000

There are many books and articles documenting the history and growth of OCLC. The reader is referred to OCLC Technical Bulletin 70, OCLC: A Bibliography (May, 1979), and its supplement OCLC in Print (1981-82) (OCLC, 1984) for extensive background information. OCLC is currently preparing OCLC in Print (1983).

The format documents distributed by OCLC are excellent, and contain instructions and examples to guide the user in coding and tagging bibliographic records for entry into the OCLC database. There are eight formats:

Books format. 3rd ed., 1986.
Scores Format. 2nd ed., 1986.
Sound Recordings format. 2nd ed., 1986.
Serials Format. 3rd ed., 1986.
Audio-visual Media Format. 2nd ed., 1986.
Maps Format. 2nd ed., 1986.
Archives and Manuscript Control Format. 2nd ed., 1986.
Machine-readable Data Files Format. 2nd ed., 1986.

This book concentrates on the Audio-visual Media Format, the Sound Recordings Format, and the Machine-readable Data Files Format.

OCLC User Groups

There are a number of groups which users of OCLC may join. Two of these are the Music OCLC Users Group and Online Audio-visual Catalogers, Inc.

Online Audio-visual Catalogers, Inc., (OLAC) meets twice a year during ALA. The OLAC publication is a quarterly newsletter. Dues are $5.00 for individuals, $10.00 for institutions. dues may be sent to:

Catherine Leonardi
OLAC Treasurer
3604 Suffolk
Durham NC 27707

OLAC is for all catalogers of audio-visual materials. Members include users of all the bibliographic utilities, as well as many who do not use any of the utilities. The newsletter contains at least as much information about cataloging audio-visual materials as it does about the coding and tagging of those materials for input into OCLC or one of the other bibliographic utilities.

Addendum B

"School library media centers are essential to the total educational program of every school in Illinois." (Illinois State Board of Education, 1986)

Factors to consider in establishing a media center.

CATEGORY	BASIC	TRANSITIONAL	LONG RANGE PLANS
Physical Plant			
Accessibility			
Availability			
Handicapped			
Program			
Type			
Number Clients			
Organization			
Instructional methods			
Curriculum			
Staff - expertise			
Computer			
Library			
Equipment and Materials			
Collection			
Materials			
Selection			
Interlibrary			
Other Sources			
Policy of Op.			
Funding Support			
Capital outlay			
Local			
State			
Federal			
Community			
Philosophy			
Teachers Administration			
Board of Ed.			
Community			
Adult Education			
Philosophy			
Structure			

Illinois State Board of Education. Recommended Standards for Educational Library Media Programs. 1986.

Addendum C

SELECTION OF INSTRUCTIONAL SOFTWARE

There are a number of references which are worthwhile reading, as guide to selections. One such reference is the work done by Kathryn Lutz Alesandrini who completed a PhD at UCLA in Learning Instruction with an emphasis on visual learning and communication. This is called Computer-Assisted Instruction (CAI). She is the recipient of a grant from Apple Education Foundation and developed CAI lessons for teachers and instructional designers. Her research has explored the use of innovative instruction design and effective learning strategies--especially visual--in instructional computing. The course on instructional design for computer-based tutorial lessons incorporates features such as graphics, color, motion, typographical cuing, formatting, visual analogies, concrete examples, visual feedback, etc. The author has developed a set of principles as guides for instruction. *Collegiate Microcomputer* has an extensive list of references. Included are nine instructional events described by Gagne and others and a number of effective techniques for achieving them.

Another very worthwhile reference, which references many critical reviews is, *Microcomputer Software for Instructional Use,* by Ann Lathrop, from *The Computing Teacher* of February, 1982. Ann Lathrop is Library Coordinator for the San Mateo County Office of Education in Redwood City, California. She estimates there are over 2000 separate programs being advertised as instructional software for school use. Ms. Lathrop estimates that less than 5% of the educational software is now critiqued.

EVALUATION OF SOFTWARE

Please rate the software in the following categories using an integer between 1 and 10. 1 is low, 10 is high. Below the question add any additional comments on that area of evaluation and please add any comments on the overall performance in the 'comments' section.

Disk Name:
How easy was it is use?
What was the approximate grade level of the material?
Was it appropriate for adults (non juvenile)?
Does the user have control of timing and/or difficulty level?
What was the educational value and/or skill transfer?
What was the motivational response?
Which Subject area?

Math	Science	Reading	ESL
Language	Business	Soc St.	Other (please explain):

Is it copyable (y/n)?
How much does it cost?
Comments/Summary:

SELECTING EDUCATIONAL SOFTWARE

1. User proof - student/teacher
   - Will not crash from incorrect input
   - No computer training required for use
   - Program adjustable to individual learning rates
2. Cost efficiency
   - Money refunded after a specified time if product is not as advertised
   - The program worth the cost, in demands and use
3. Equipment compatible
   - Software compatible with existing equipment
   - Does not require modification and/or acquisition of peripherals
4. Construction - mechanical
   - Software is of high technical quality
   - Software is reliable under normal use
   - Manuals are available and easy to use
5. Construction - physical
   - Graphics, such as, charts, tables, graphs, diagrams are clear and free of clutter
   - Print is legible, of appropriate size, easily read
   - Color is clear and not hard to look at
   - Animation is appropriate and useful and correlated to the sound track
6. Purpose for which software is to be used
   - Appropriate for type of student user, considering such facets as age, needs, reading level, educational requirements
   - Software for instructional remedial or enrichment
7. Educational Contests are:
   - Suitable for achieving educational objectives
   - Clear and purposeful
   - Logical and sequential
   - Of appropriate level
   - Motivational
   - Integrated and compatible with previous learning
   - Clear as to instructions for use
   - Of appropriate rate
   - Prepared to provide for feedback
8. Producer- is reliable, with educationally sound background

Addendum D

BIBLIOGRAPHIC DATA - A RECORD

Title:	This is the main entry on the record and is in alphabetical order.
Version:	This will be especially useful if the material is updated.
Subject Heading:	This is the academic area with which a particular piece of software deals and is important in educational materials. Categories may be arbitrarily selected to fit a specific program. A more sophisticated program should use the Sears List of Subject headings.
Level:	On educational material the reading level may be given. If it is not, it may be deduced by observation and evaluation.
Type:	This indicates the nature of a particular software package as to: game, tutorial, drill, data, utility, problem solving, collection of, simulation. . . . .
Location:	If the software is located in a place other than where the majority of the software is kept, this might well be designated.
Author:	Author will be indicated where noted. This may be on the disk or in the program itself.
Producer:	Producer, rather than publisher, is the accepted statement of function. Computer software is produced and often by a team. For educators who are accustomed to obtaining educational materials from a publisher (and much of the educational software does come through a publisher), this may be a gray area. Frequently, this information is difficult to obtain and is unclear.
Copyright:	The year of copyright is important for judging the age of the software. Some software packages refer to this as the production date.
Price:	This is the cost of the total software package or the charge on some materials which are borrowed.
System Requirements:	This is not of grave concern in most educational software. However this space needs to be built into the system for those instances where this information is vital. For example, there may be a need to know that such items as memory, disk, size, DOS, or light pen

may be required for a particular program. AACR2 suggests: Give pertinent information about the equipment on which the software runs. Identify the make and model of the computer(s) on which the software is designed to run, unless the information was already given in the file description area. Also, give the amount of memory required, the operating system, software requirements, and the kind of peripherals that are needed or recommended, in that order. Example: System requirements: Apple II+; 48K; DOS 3.2; dual disk drives.

Contents: Contents include the physical items which are included on the software package, such as, teacher's manual, disk, etc.

Description: This is a short abstract about the program. A description of the material may help a potential user decide if it includes what is desired or a description can be written when an evaluation is made, prior to purchase. In addition, a description is useful when several programs are on the same disk.
Loading: Having loading instructions will facilitate use of a program. Some programs may be adaptable for use on more than one brand of computer. Even on the Apple computer, which is self-loading, some specific instructions may be necessary.

Comments: While this is not generally an item on a bibliographic record, tips by previous users may prove to be quite helpful for other users.

Loaned materials: There are many materials which may be had on loan from a number of sources. This entry will inform teachers of newly available materials and provide a bibliographic abstract. Color coding of these records will make them easily located.

Computer: The computer on which software will run is indicated on each bibliographic record.

Number: In a cataloging system each bibliographic record needs to be assigned a number for purposes of storage and retrieval. One of the numbering systems used by libraries may be adapted. (Dewey or Library of Congress) or an arbitrary numbering system may be drafted. In many instances, an arbitrary numbering is more practical and easier to use. If desired, one of the other systems may be applied at a later time.

Addendum E

GROWTH AND UTILIZATION OF NON-BOOK MATERIALS

Adding to the Collection

A. Purchase by the entire staff

1. Teachers will turn in their requests for educational software based on their prior investigation and evaluation done to the best of their ability, and their specific reasons for wanting it added to our library.

2. The AV committee for the school will make a final decision on the purchase of the software, using an elected evaluation form based on:

-value to the program
-needs of the students
-how it fits into the current collection
-cost in comparison to available moneys

B. Purchase from individual teacher's material budget

1. Teachers have an option of ordering computer software from their individual materials budgets. This option should be understood to be subject to change depending on administrative policy.

2. All materials so ordered and purchased with school money will be the property of the school and available for use by the entire staff.

3. These materials will be cataloged the same as other materials, a record made, a card and number assigned, and a xeroxed copy of the record distributed to each teacher with the specific location noted on the record.

C. Materials on Loan

1. Materials may be borrowed from a number of sources outside Washington Center by an individual teacher for his/her own use.

2. However, if material on loan is to be shared by the entire staff, it will be cataloged, a record made and distributed to the staff to include in their notebooks. Records of loaned materials will be color coded on yellow paper for ease in locating. This record will state date that it was borrowed, and the date when it is returned, which each teacher will need to add to this record. These records will also be numbered by accession but with an "L" in front of the number. They will be shelved the same as other materials until returned.

D. Individual teacher's own materials

1. It is the privilege of each staff member to purchase his/her own materials.

2. If a teacher desires to share these materials, they will be cataloged the same as other materials, but records will be made on blue paper and numbered, with a "P" (for personal) in front of the number. If this material is kept in a place other than the designated storage place, this will be noted. These records will be distributed to the staff for inclusion in their notebooks.

Transmittal of Materials

A. Availability of materials for use by the staff

1. After obtained materials are cataloged, numbered, prepared, records made and distributed to the staff for inclusion in their file - all according to established criteria and system - they may be checked out for classroom use.

B. Checking out materials

1. Look up the number of the desired material in your file of bibliographic records.

2. Locate the material by number, put the current date and your name on the corresponding card and take the material in whatever form it is packaged.

3. When the material is returned, be sure it is packaged in the same way it was when received. Make sure your card is returned to the material with your name crossed off.

4. Materials taken out of the building overnight or for the weekend should be checked out and then returned the morning of the following school day so they will be available for use by others. If you desire to check out this material on the following day, make it known on the card that it was returned to the building and then checked out again.

5. If one staff member wishes to use material which another still has, he/she should check the card file to see who has that particular material and request it for his/her use, from that person. The material in question is to be checked out in the name of the person by whom it is now possessed.

Organization

A. Preparing incoming materials

1. All incoming materials will be prepared for transmittal by a designated person.

2. A record will be prepared, on white paper, for each acquired piece of material, using the selected bibliographic form for purposes of uniformity. This record will be prepared by previewing the material, adding comments or other information that seems helpful.

3. A copy of this record will be entered into the school's permanent file. This file may be external or internal - or both, depending on the growth of the system, the desires of the staff and the capabilities of the catalog designate.

B. Informing Teachers

1. A xeroxed copy of each record, including those of newly acquired materials, will be made and distributed to each staff member for inclusion in his/her own file of records. As noted, records of materials on loan will be on yellow paper and those of personally owned and shared materials on blue paper.

2. Any pertinent corrections, changes or additions which may be noted by any staff member, and which they deem important for all to know and add to their records are requested to be submitted in writing to the cataloger. The cataloger will in turn, organize and distribute this information to all staff members so each may keep their bibliographic records up-dated.

C. Preparing materials for transmittal

1. Recorded materials will be properly packaged and assigned an accession number.

2. A card will be prepared and attached to each piece of material - with the realization that in the future a different system may be used such as the zebra code.

Storage

A. Individual materials

1. Proper packaging will be used for each piece for maximum preservation.

2. Materials will be properly shelved in a designated secure place.

B. Depository

1. There will be a central, designated, secure depository for storage of all incoming materials.

2. This designated depository should be easily accessible to the staff.

Manipulation

Consider whether future growth of the system will necessitate more complex manipulation of all audio-visual materials.

Changes in the Rules

Expansion of the educational program and corresponding increase in the amount of non-book materials may result in the demand for subsequent changes in the rules of utilization. It is understood that as this demand occurs, rules will be altered.

Shelf Lists

A. For the purpose of quick inventory, a shelf list will be kept which lists all materials on numerical order. One list will be posted in the storage area and a second in a permanent record book.

B. A second list will also be kept which lists all materials in alphabetical order, by title, with corresponding number. One of these will be in the storage area and one in the permanent record book. However, until this record can be computerized, it will be difficult to keep updated.